The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly strategic

increasingly automatic

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

Simple View of Reading

Reading Comprehension = Word Recognition × Language Comprehension

Gough & Tumner, 1986

Basic Elementary Literacy

Fundamental of Literacy Instruction & Assessment Prek-6
Hougen & Smartt - 2012

- ✓ Phonological Awareness
- ✓ Decoding *(phonics)* + Encoding *(spelling)*
- ✓ Vocabulary *(academic + domain specific)*
- ✓ Fluency *(accuracy + automaticity + access meaning)*
- ✓ Comprehension *(literary & informational)*
- ✓ Stamina *(productive struggle)*
- ✓ Connect Reading to Writing

Intermediate Literacy

Does Discipline Literacy have a place in Elementary School?
*Reading Teacher,* Shanahan & Shanahan - 2014

- ✓ Vocabulary (academic & domain specific)
  - • Morphology (smallest unit of meaning)
      - *Latin roots*
      - *Greek combining form*
  - • Background knowledge
      - *Linking concepts*
- ✓ Comprehension of complex text
    - *Syntax/ Grammatical Structure*
    - *Link ideas across text*
    - *Summarize*
- ✓ Continue to build a stamina
- ✓ Connect Reading to Writing

## Features of Effective Reading Instruction

Vaughn Gross Center for Reading and Language Arts, 2007

Explicit	**Explicit** instruction with modeling
Systematic	**Systematic** instruction with scaffolding
Practice	Multiple opportunities for students to respond and **practice**
Assessment	Ongoing **assessment** (progress monitoring)
Feedback	Immediate corrective **feedback**

Subtypes of Reading Disability
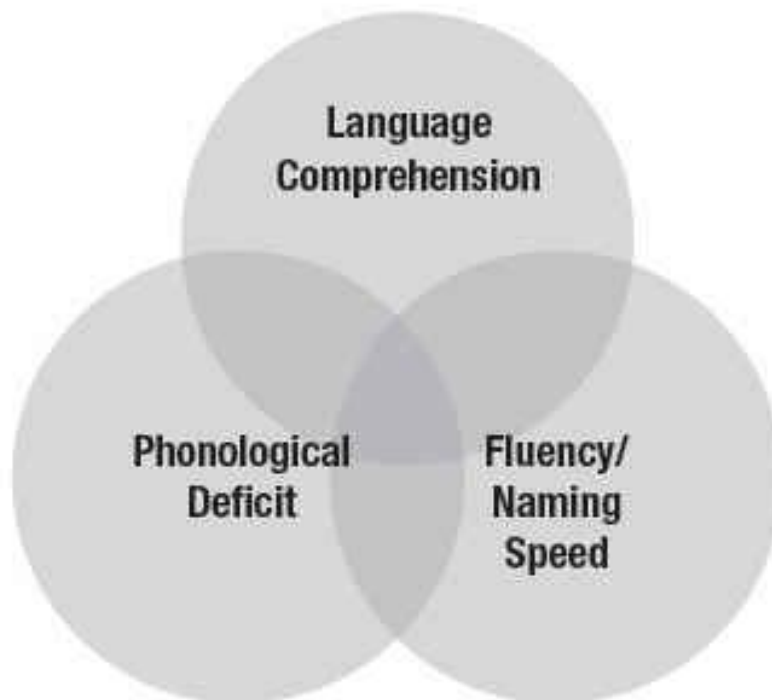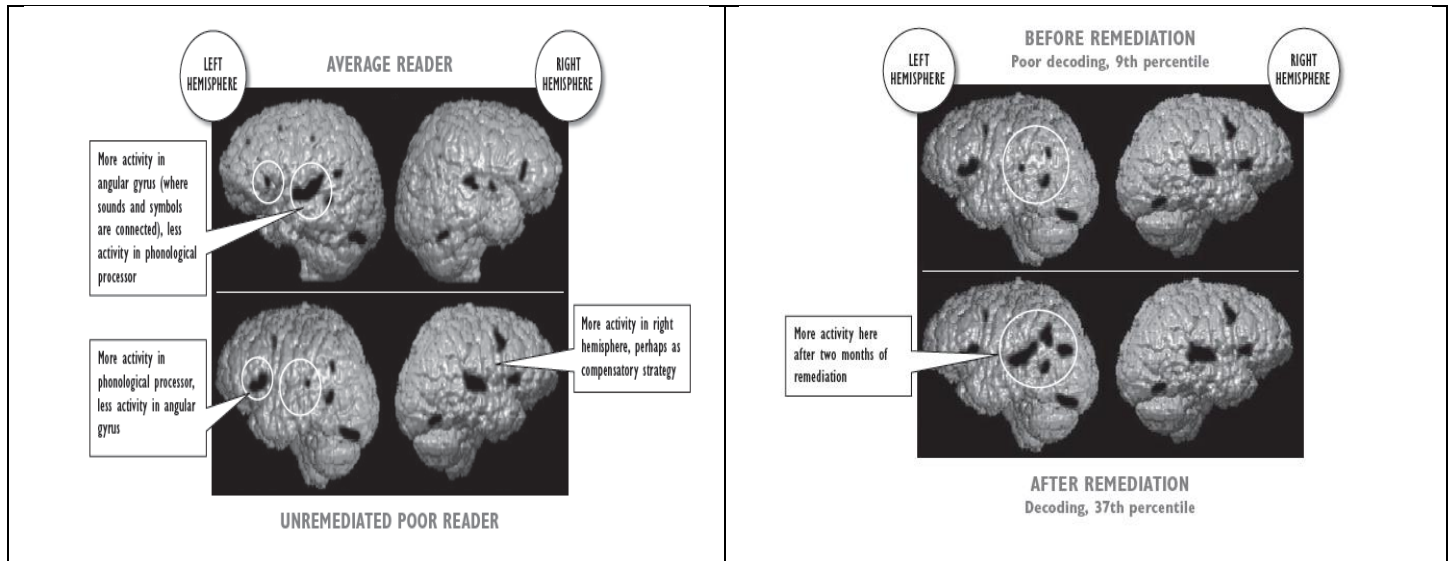
MTSS - http://www.azed.gov/mtss/

ARS 15-704

...requires LEAs and schools to implement a **comprehensive K-3 assessment system, a research based reading curriculum, explicit instruction and intensive intervention** to students reading below grade level.

Intensive intervention is provided....until the pupil meets these standards.

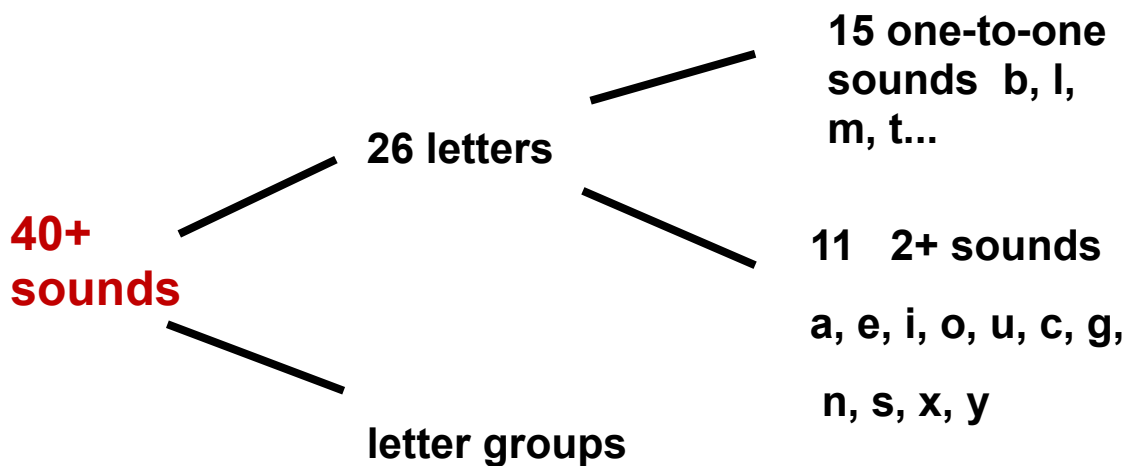# ACCS – Foundational Skills

Phonological Awareness

Phonemic Awareness

Type	Description	Examples
PHONEMES	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
ONSETS AND RIMES	Blending or segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime)	/m/ /ice/ /sh/ /ake/
SYLLABLES	Blending syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
SENTENCE SEGMENTATION	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
ALLITERATION	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
RHYME	Matching the ending sounds of words	cat, hat, bat, sat

Phonological Awareness

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Alphabetic Principal

40+ sounds

26 letters

15 one-to-one sounds b, l, m, t...

11   2+ sounds

a, e, i, o, u, c, g, n, s, x, y

letter groups

blends	digraphs	trigraphs
cl	ch	tch
spr	th	
thr	sh	

Alphabetic Principal

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Syllable Types

Syllable Types

Syllable Type	Examples	Description of syllable types
Closed	rabbit rejection	A syllable having a short vowel and ending in a consonant. (VC, CVC, CCVC, CVCC)
Open	table starvation	A syllable with a long vowel sound that is spelled with a single vowel letter. (CV, CCV)
Vowel Combinations	canteen proclaim	A syllable with a vowel combination such as ai, oa, ea, or oi. (CVVC, CCVC, CVVCC)
R-controlled	vaporize surrender	A syllable containing r-controlled vowels such as ar, er, or, ir, ur.
Vowel-Consonant-e	escape obsolete	A syllable with a long vowel sound with a consonant and final e. (VCe, CVCe, CCVCe)
Consonant -le	puddle	A final syllable containing a consonant before le.

Decoding and Spelling

K., Marcia. *Unlocking Literacy: Effective Decoding & Spelling Instruction*. 2nd. Baltimore, MD: Paul H Brookes Publishing, 2010. Print.
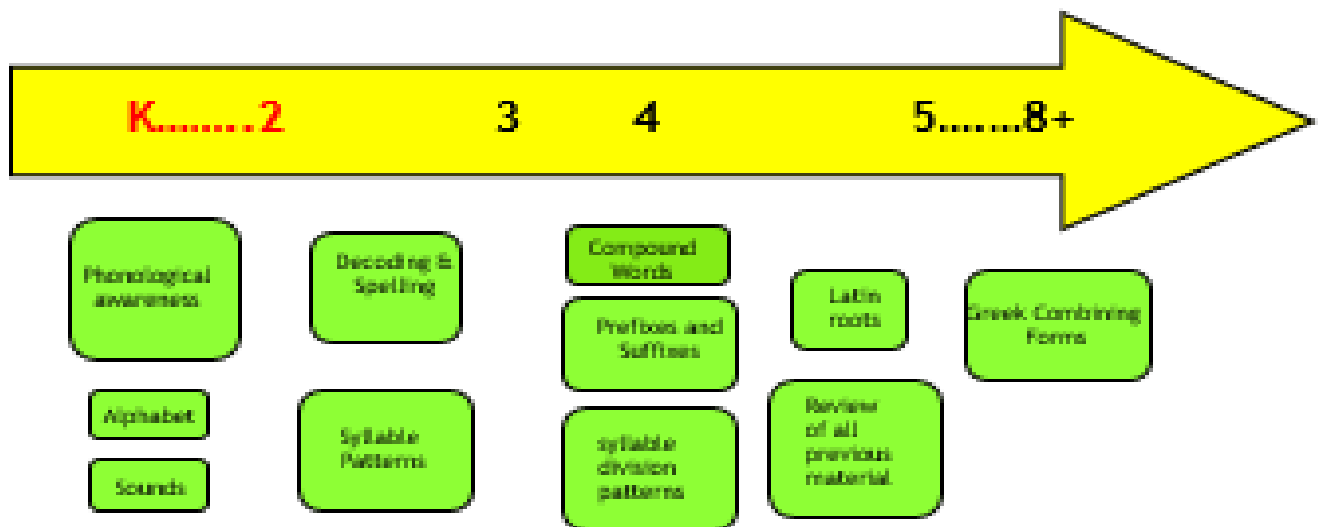
Phonics and Spelling

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Morphology
www.cdl.org

CDL the Center for **DEVELOPMENT & LEARNING**

Common Prefixes, Suffixes and Roots
Compiled by Alice Thomas

The 20 Most Common Prefixes in Academic Texts

Prefix	Meaning	Examples
1. un-	not; opposite	uncover, unlock, unsafe
2. re-	again; back	rewrite, reread, return
3. in-, im-, ir-, i	not; into	incorrect, insert, inexpensive, illegal, irregular, inability
4. dis-	not, away, apart, negative	disagree, discord, discomfort, discontent, distrust
5. en-, em-	cause to	enjoy, endure, enlighten, entail
6. non-	not	nonsense, nonverbal, nonstick, nonspecific
7. in-, im-	in, into, not	invade, implant, imperfect, immoral, inedible, incapable
8. over-	too much	overload, overdo, overact, overboard, overdose
9. mis-	wrongly	misjudge, misinterpret, misguided, mismatch, misplace
10. sub-	under	submarine, subtext, substandard, subsitute, subversive
11. pre-	before	preview, pretest, prevent, preplan
12. inter-	between, among	interstate, international, intermission, intermingle, interface
13 fore-	before	foreshadow, foresight, foreseeable, forecast, foreground
14. de-, dis-	opposite of, not	depose, detour, dehydrated, decaffeinated, discord, discomfort, disengage
15. trans-	across; move between	transatlantic, transcend, transfer, transact, transport
16. super-	above	supersonic, superstar, supernatural, superstore
17. semi-	half	semicircle, semiprecious, semicolon, semifinal
18. anti-	against	antifreeze, antithesis, antitrust, antidote, antisocial
19. mid-	middle	midterm, Midwest, midstream, midway, midnight
20. under-	too little; not enough	underfed, underdog, underestimate, underage

Ranked by Carroll et al (1971) and applied to third grade research by White, Sowell and Yanagihara (1989)

Multisyllabic Word

Using Structural Analysis

▶ **H** – highlight the prefix and/or suffix parts

▶ **I** – identify the sounds in the base/root word

▶ **N** – name the base/root word

▶ **T** – tie the parts together

▶ **S** – say the word

(adapted from Archer, Gleason & Vaughn, 2000)

exportable

unlikely

disagreement

unexpectedly

Morphology

Strengths	Weaknesses
Assessment Data we have	**Assessment Data We Need**

Fluency

..."reading at an appropriate rate, with accuracy and prosody."

Hasbrouck and Hougen

Accuracy: reading words correctly

Automaticity: reading words and connect with ideas without a pause

Access: the meaning of what you are reading

Decodable Text	Read Alouds	Leveled Text

Fluency

Strengths	Weaknesses
Data Driven Instructional Needs	
Assessment Data we have	**Assessment Data We Need**

Understanding the Text
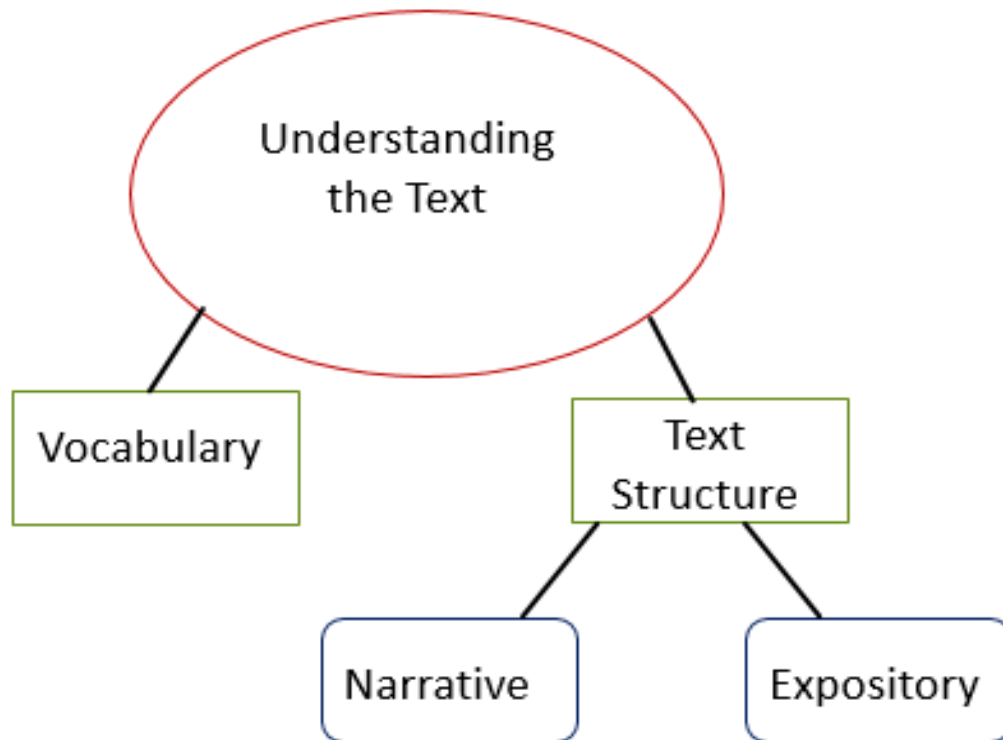
Three Types of Vocabulary Words

1. Common words – includes the most basic words

2. Academic words – words that students see and use often across domains and content

3. Content specific – rarely seen or used, taught just for instruction during the lesson/unit

The Four Ply Vocabulary Plan

Michael Graves:

Provide purposeful exposure to new words	Intentionally teach word meaning
Essential components should include:	
Teaching word learning strategies	Offer Opportunities to use newly learned words
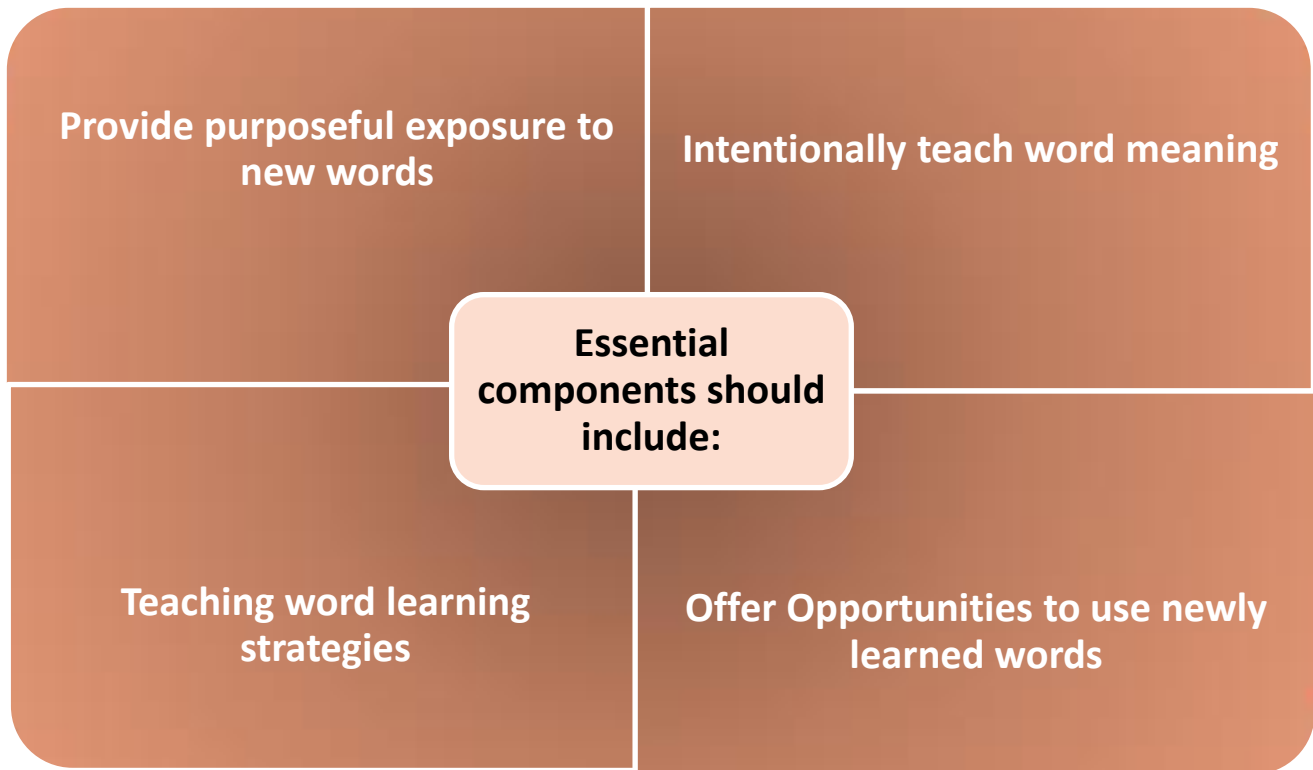
Vocabulary

Strengths	Weaknesses
Assessment Data we have	**Assessment Data We Need**

Organizational Patterns

(Marzano et al., 1997)

These apply to the **informational** reading and writing processes.

1. **Compare and contrast ***

2. **Descriptive patterns ***

3. **Episode pattern**

4. **Process/ Cause-Effect ***

5. **Time Sequence pattern ***

6. **Concept pattern**

7. **Generalization/principle pattern**

Comprehension Instruction

Strengths	Weaknesses
Assessment Data we have	**Assessment Data We Need**

Informational Text Structure

Templates

October 2012
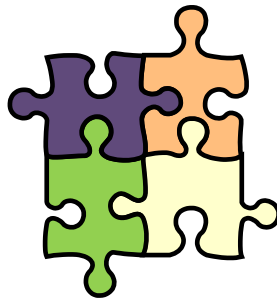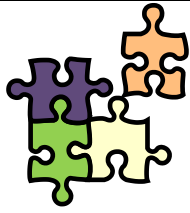
Problem and Solution
Pages 1 through 7 have been adapted from materials posted on the Literacy Leader website, http://www.literacyleader.com

Purpose: to state one or more problems and provide one or more solutions to the problem.

Signal Words and Phrases

advantage	disadvantage	question
answer	in order to	since
as a result of	issue	so that
because	led to	solution
cause	problem	solved
dilemma	puzzle	

Comprehension Question Frames

What is the problem?

Who has the problem?

Why is it a problem?

What is causing the problem?

What solutions have been suggested or tried?

What are the pros and cons of various solutions?

Which solutions worked or seem to have the best chance for solving the problem?

Graphic Organizers
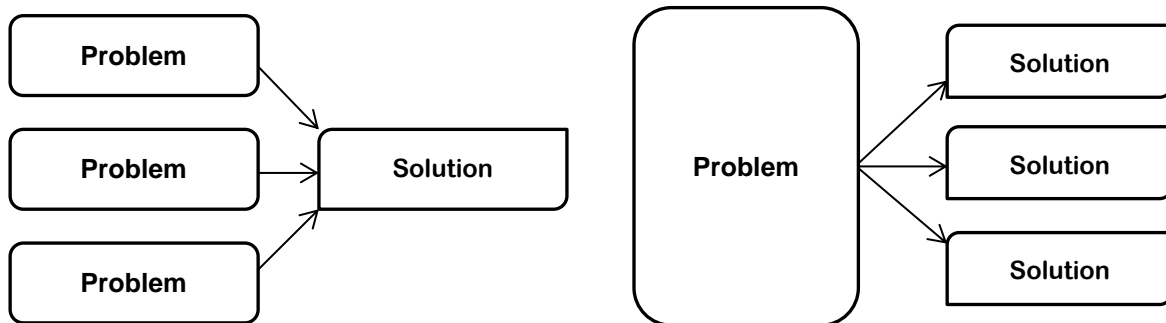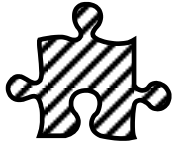
Description

Purpose: to explain a topic, concept, person, place, event or object, by providing characteristics, features and/or giving examples.

Signal Words and Phrases

descriptive words (e.g., color, shape, size)

position words (e.g., above, along, beside, between, in front of, near)

|		
appears to be	for example	made up of
characteristics	for instance	most important
consists of	in fact	specifically
features	looks like	such as

Comprehension Question Frames

1. What is the subject being described?

How is the topic being described (i.e., where it is, what it does, how it works, what it looks like, its classification)?

What are the most important attributes or characteristics?

Graphic Organizers
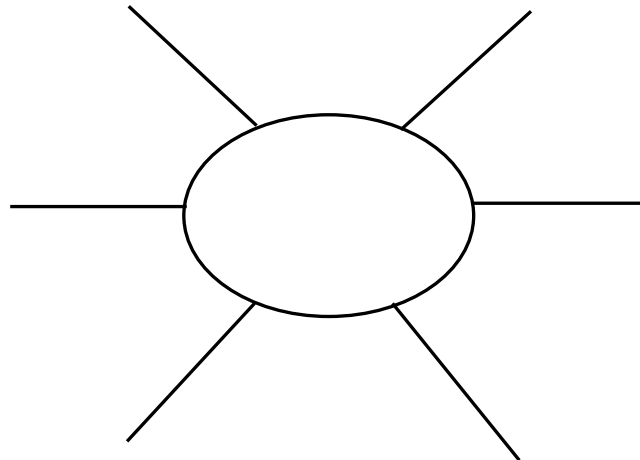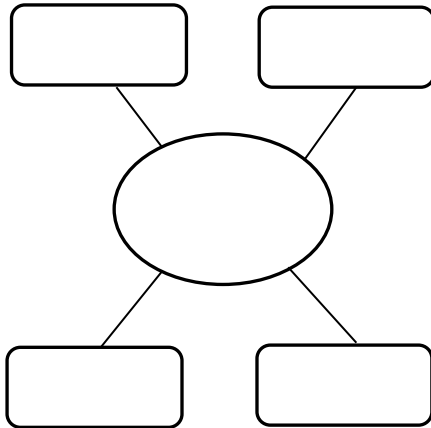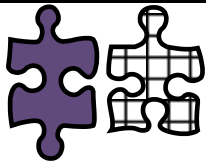
Compare and Contrast

Purpose: to describe what is similar and/or different about two or more subjects.

Signal Words and Phrases

alike	but	in comparison	same as
also	compared to	in contrast	similar to
although	despite	instead of	similarity
as	different from	just	too
as opposed to	either-or	on the contrary	unlike
as well as	however	on the other hand	yet
both	in common	opposite	

Comprehension Question Frames

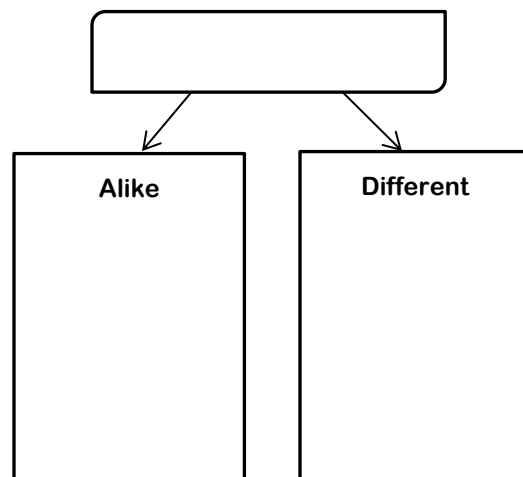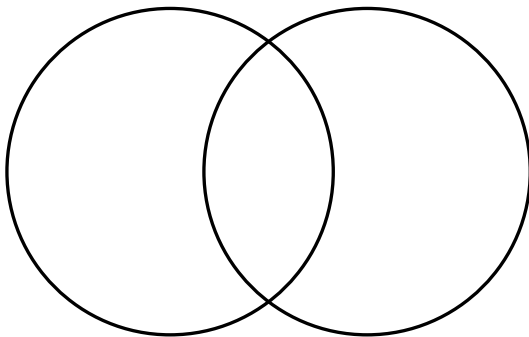2. What subjects are being compared?
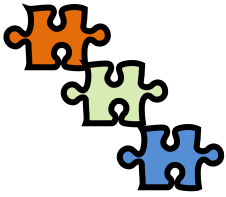
What is it about them that is being compared?

What characteristics of the subjects form the basis of the comparison?

What characteristics do they have in common? How are they alike?

In what ways are they different?

Graphic Organizers

Alike

Different

Chronology/Sequence

Purpose: to provide information in time order or the order in which events, actions, or steps in a process occur.

Signal Words and Phrases

after	finally	later	soon
as soon as	first/second/third	meanwhile	step
at the same time	following	next	then
before	immediately	now	today
directions	initially	prior to	until
during	last	simultaneously	when

Comprehension Question Frames

3. What sequence of events is being described?

What are the major events or incidents that occur?

What happens first, next, last?

How is the sequence or cycle revealed in the text?

What are the steps, directions, procedures to follow to make or do something?

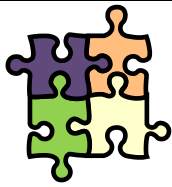### Graphic Organizers

4. _____

5. _____

6. _____

7. _____

Step 1

Step 2

Step 3

Step 4

Cause and Effect

Purpose: to explain why or how something happened/happens

Effect = what happened   Cause = why it happened

Signal Words and Phrases

as a result	if . . . then	outcome
because	impact	reasons for
consequently	in order to	since
due to	influenced by	so that
effects of	is caused by	therefore
for this reason	leads to	thus
how	on account of	when...then

Comprehension Question Frames

8.   What were the specific events that happened?

Why did the events happen? What were the causes?

What were the results or outcomes of these events happening? What was the effect?

Did prior events cause or influence the main event? If so, in what ways?

What is the significance of the event and/or the results (outcomes)?

Graphic Organizers

Cause		Effect
Cause	Event	Effect
Cause		Effect

	Effect
Cause	Effect
	Effect
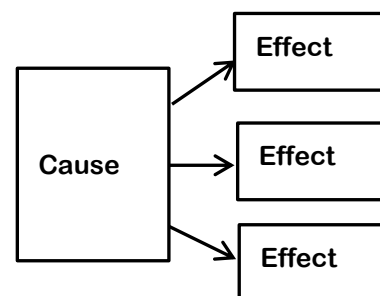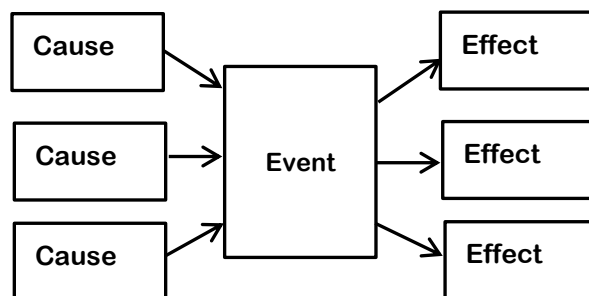
Do You Have a Systematic Literacy Program?

Strengths	Weaknesses

Next Steps:

Teaching Reading Effectively

Who Should Attend: Teachers K-3, Special Education teachers K-12 implementing school and district literacy plans, reading coaches

Teaching Reading **Effectively Course** is strongly aligned to the AZ Common Core Standards - ELA: Foundational Skills (K-5), Reading Standards for Literature and Informational Text (K-5), Language Standards (K- 5) and the Move on When Reading Legislation. The content includes current research and evidence based practices that are necessary for the development of the technical reading skills, along with academic vocabulary and deep comprehension/writing. While the training is designed for K-5 instruction, it provides excellent information for Pre-K-3 Teachers and Special Education Teachers K-12 implementing school and district literacy plans to develop proficient readers, competent writers and critical thinkers.

Units to include:
- Learning to Read and Spell: A National Problem
- Basic Principals of Reading Assessment
- The Structure of Language
- Graphophonemic Awareness
- Teaching Word Identification and Spelling Fluency
- Vocabulary
- Comprehension

Language Essentials for Teachers of Reading and Spelling **LETRS**

LETRS is an intensive professional development opportunity that increases teacher knowledge of literacy. Participants are provided with comprehensive and practical knowledge of how children learn to read, write, and spell. Teachers and administrators can use this knowledge to improve instruction and implement evidence-based literacy interventions.

What is LETRS?

LETRS complements and supports the implementation of programs aligned with reading research.

Participants will learn:
- ▶ How children learn to read and why some have difficulty
- ▶ What must be taught during reading and spelling lessons and how to effectively teach reading and spelling
- ▶ Why all components of reading instruction are necessary and how they are related
- ▶ How to interpret individual differences in student achievement
- ▶ How to explain the form and structure of the English language